

2004 Strategic Master Plan for Higher Education



Legislative Committee Assembly

September 2004

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

Presentation overview

- I. Introduction
 - HECB master planning responsibilities
 - Context of the final master plan
- II. Current condition of higher education system
- III. Master plan goals and policy proposals
- IV. Conclusion
 - What is at stake for Washington?
 - Next steps: Implementation plans and budget recommendations

I. Introduction

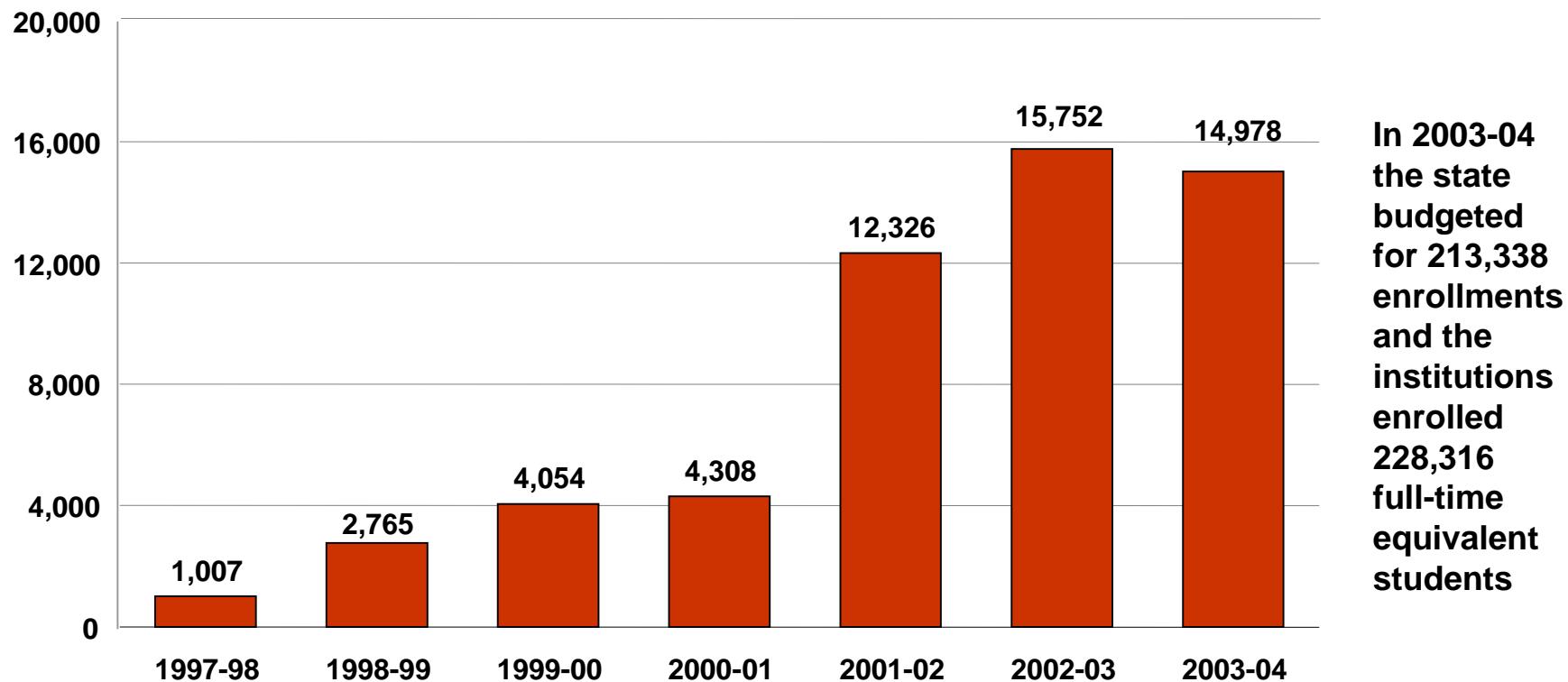
- Legislation enacted this year reaffirmed the HECB's roles as an advocate for higher education and developer of the state's strategic master plan (HB 3103)
- Context of the final master plan
 - Continuing the status quo won't meet the state's higher education needs
 - The state should focus on a limited number of priorities
 - Washington needs a well-funded **and** an accountable higher education system

II. Current conditions

- Funding has not kept pace with growth in the college-going population
 - Over-enrollment at public colleges and universities has tripled since 2000-01
- State goals and funding practices are out of synch
- The state lacks a comprehensive, unified data and information system

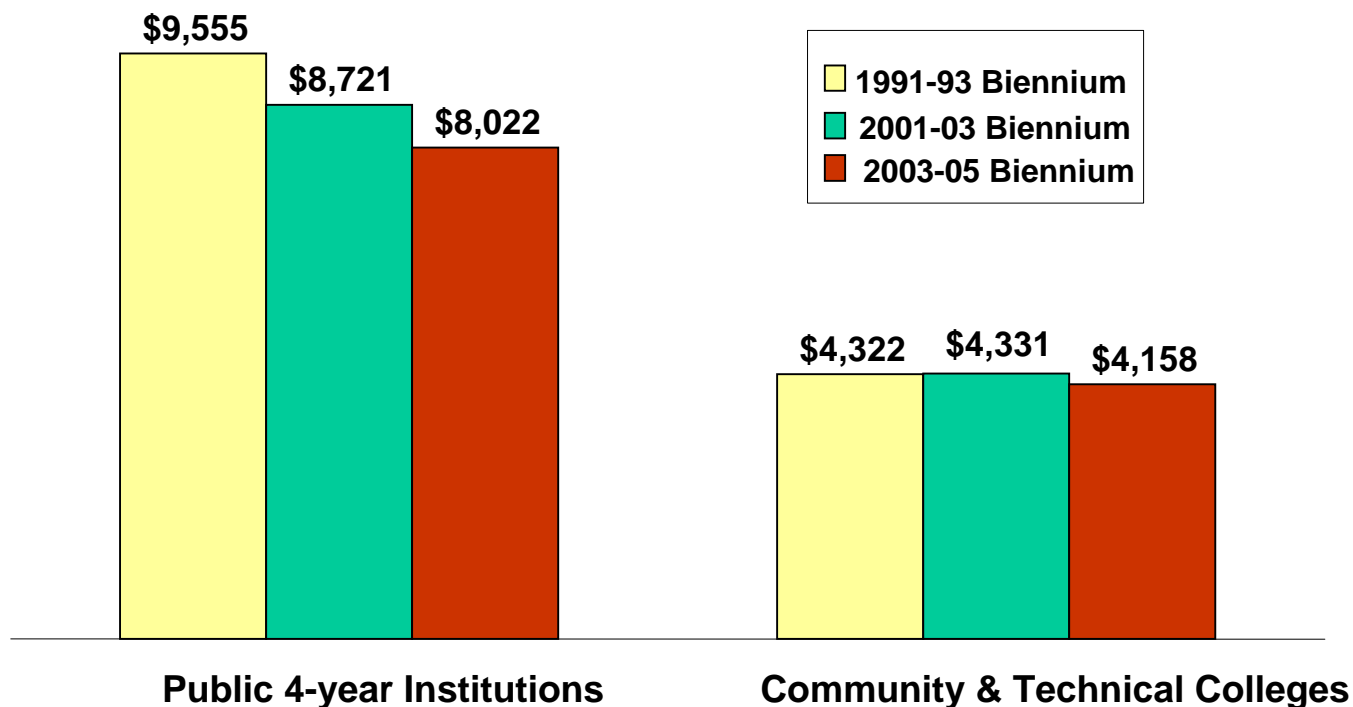
“Over-enrollments” have tripled since 2000-01 at Washington’s public colleges and universities

Actual FTE enrollment compared to budgeted levels at public colleges and universities

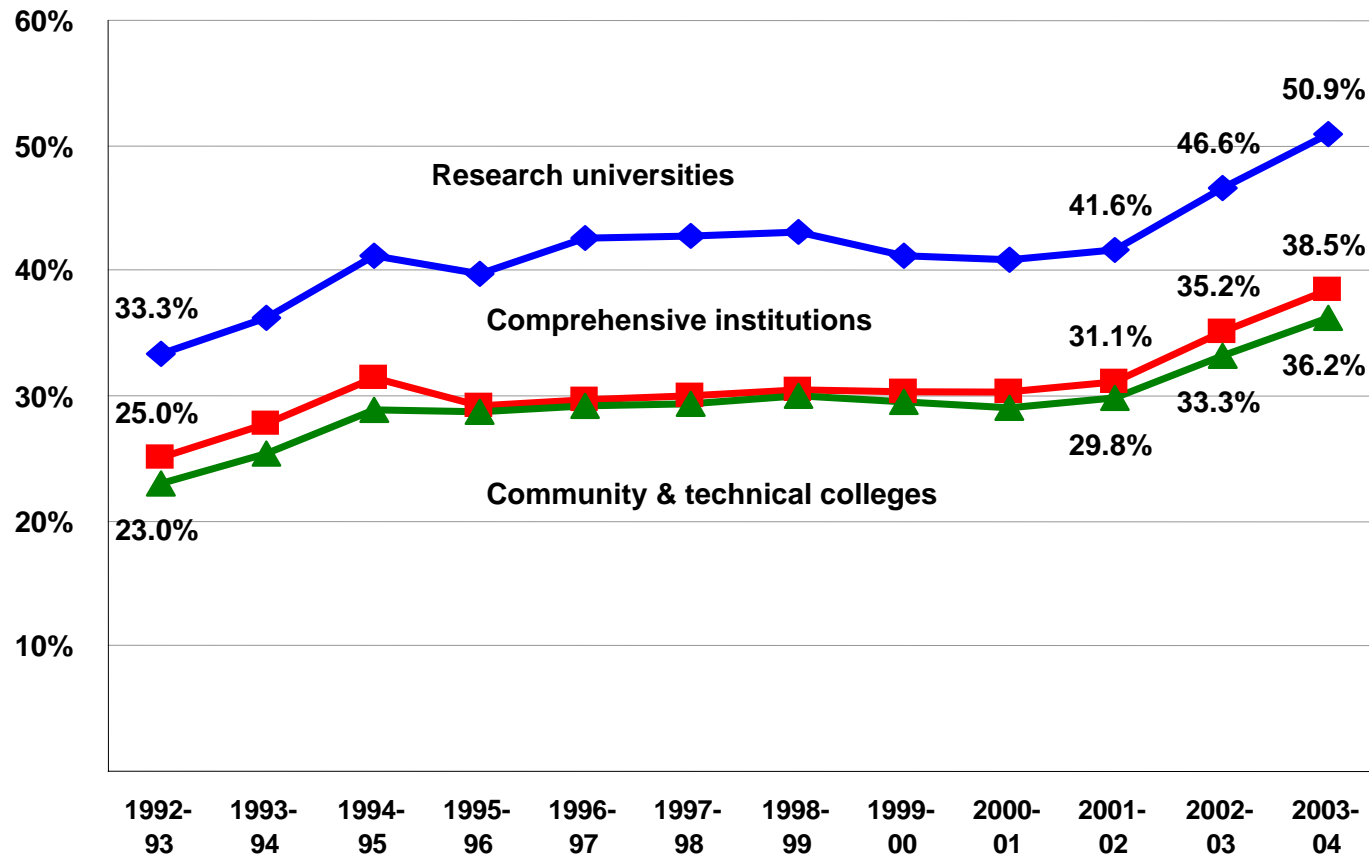


State support per higher education student has declined since the early 1990s and continues to erode in the 2003-05 operating budget

State general fund appropriations per budgeted FTE student
Adjusted for inflation (FY 2005 dollars)

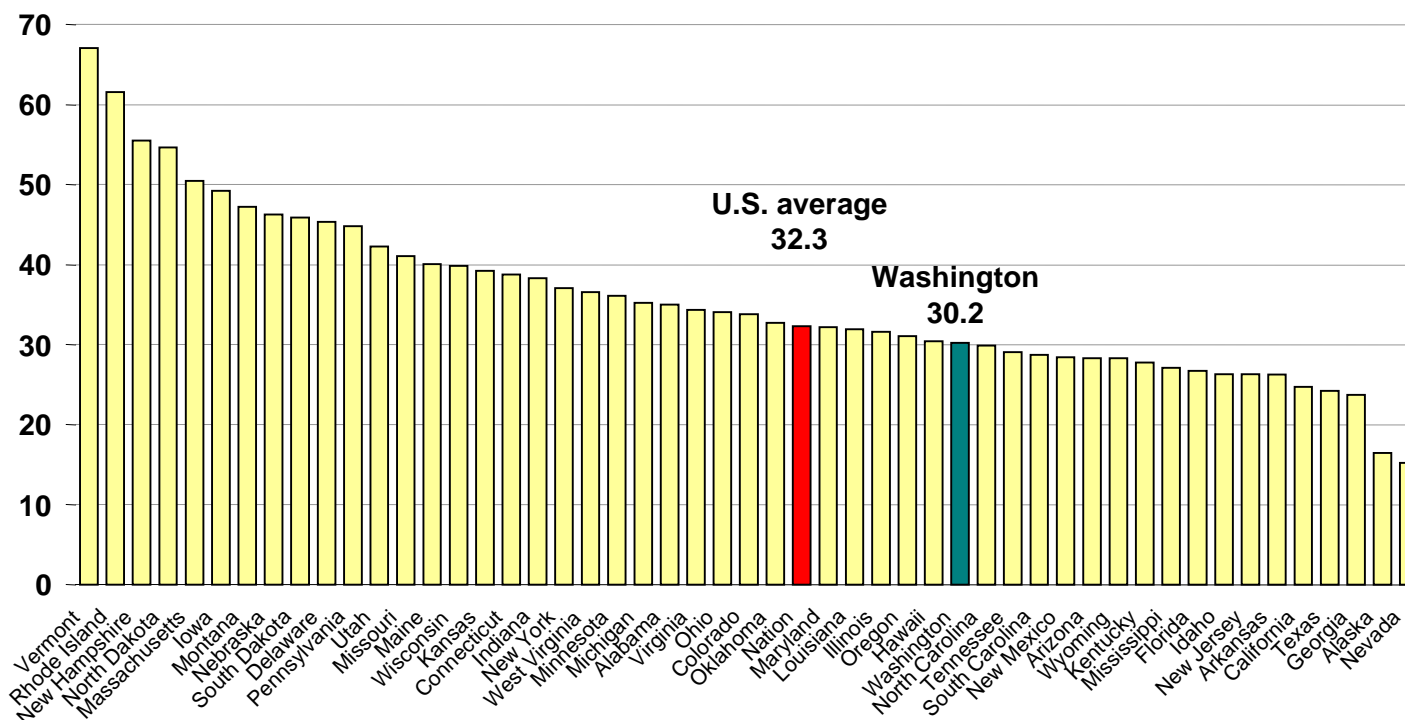


Resident undergraduates now pay more than 50% of the total educational cost at Washington's research universities



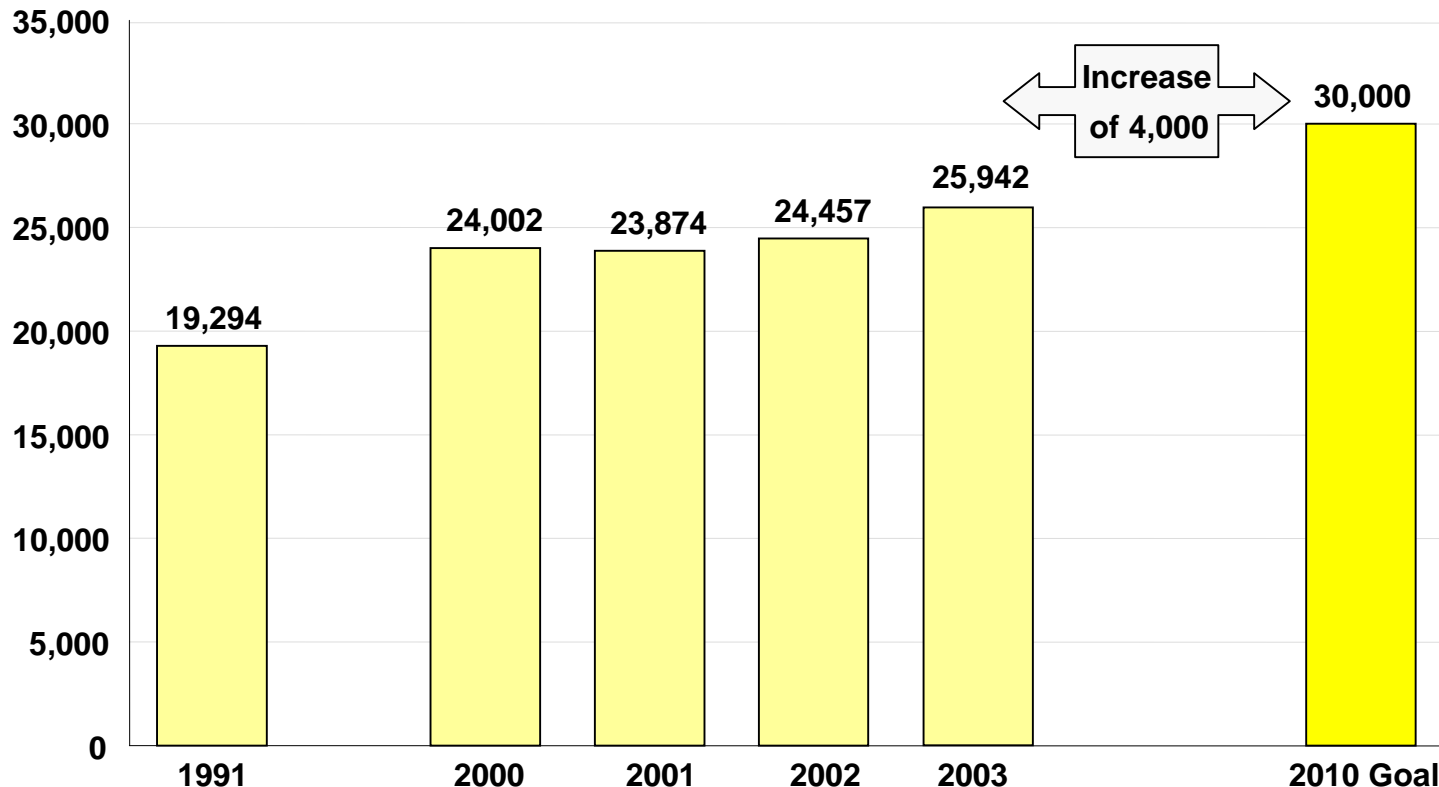
Washington ranks 33rd among the states in the number of bachelor's degrees earned

Bachelor's degrees earned per 1,000 residents ages 20-29 years old, 2000



To reach the national average will require students to earn 30,000 bachelor's degrees per year

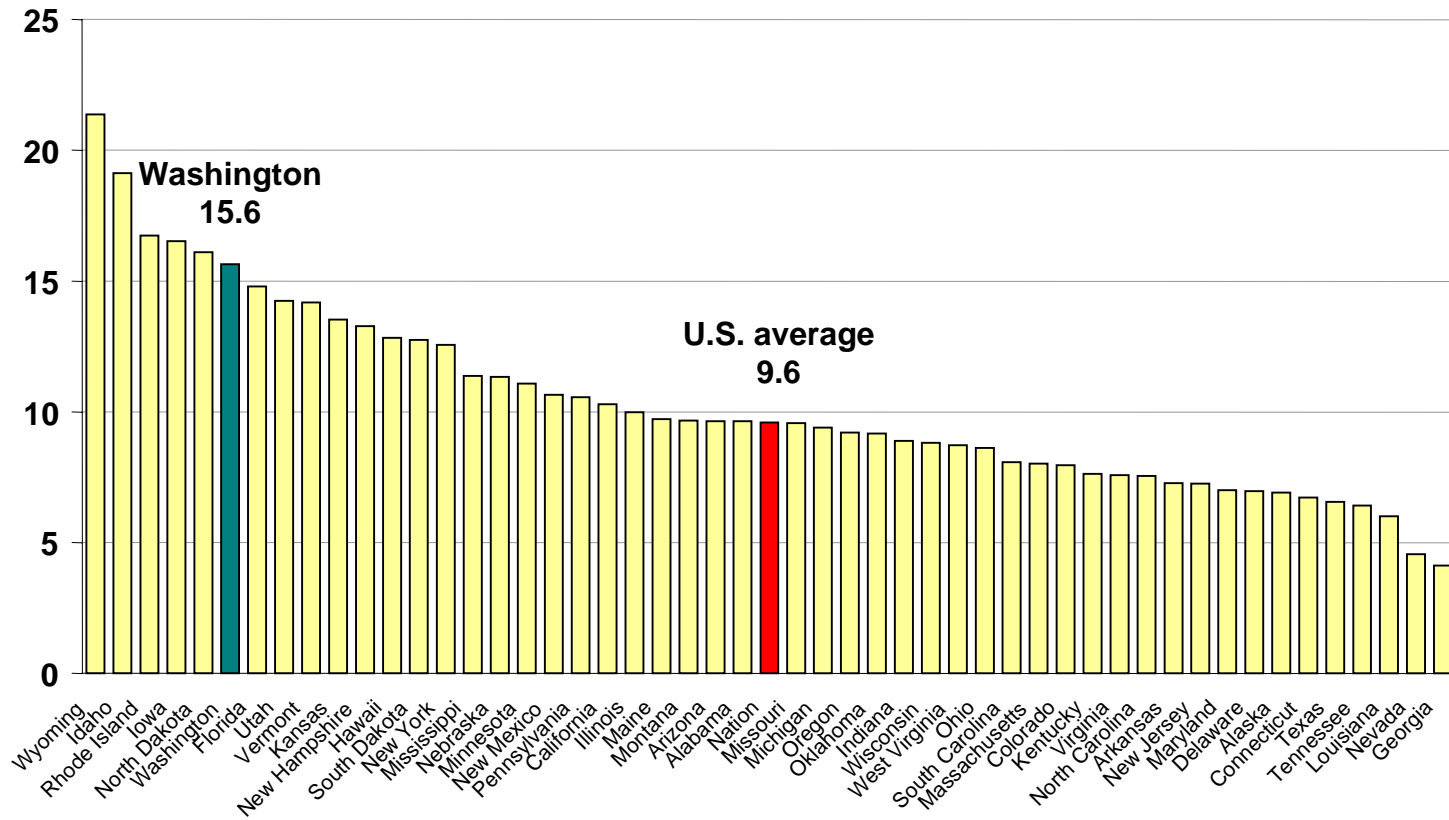
Number of bachelor's degrees earned from Washington public and private institutions



Source: IPEDS; Goal based on increasing degrees earned from 30.2 to 32.3 per 1,000 residents ages 20-29 and the number of residents aged 20-29 increasing by 18%

Washington ranks 6th among the states in the number of associate degrees earned

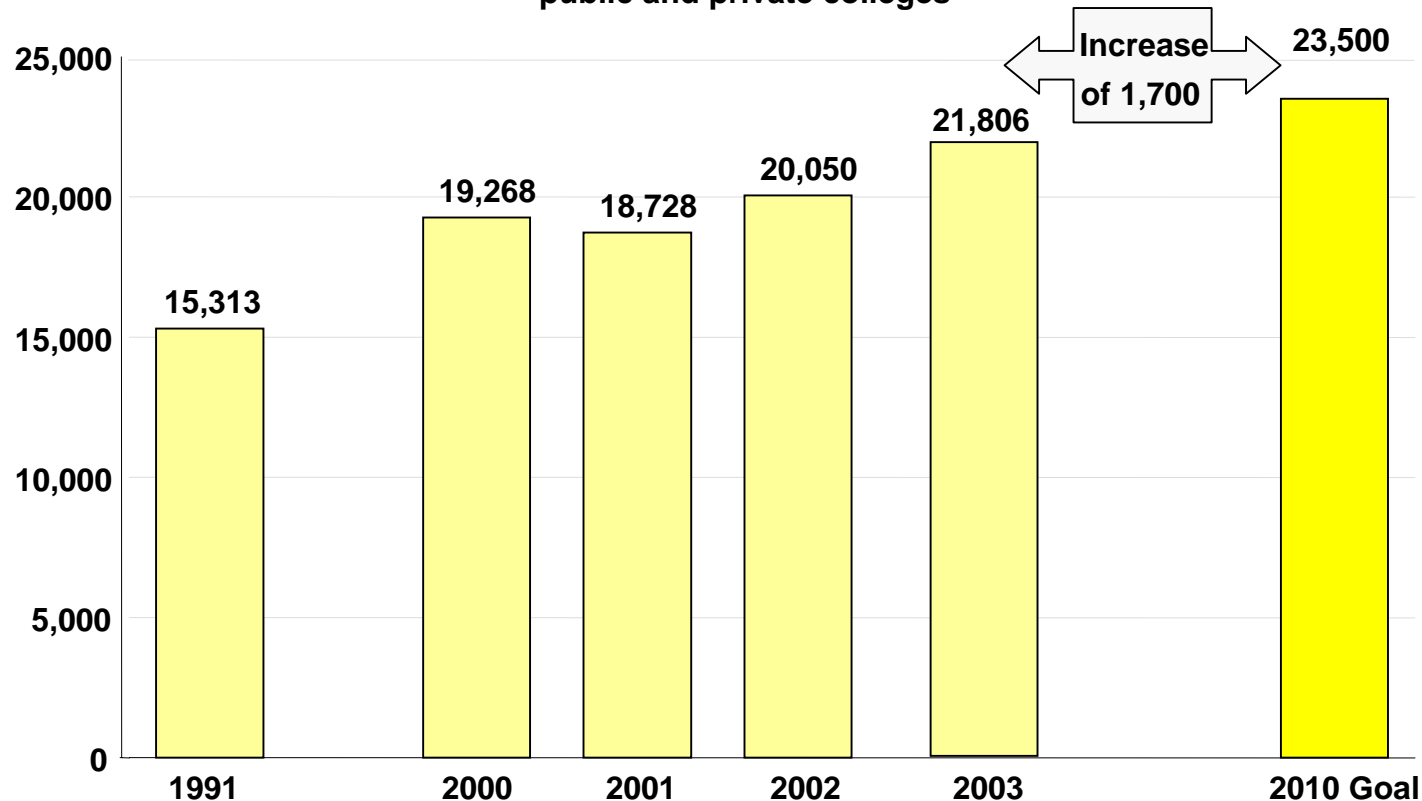
Associate degrees earned per 1,000 residents ages 20-34 years old, 2000



Source: IPEDS and Census

To maintain Washington's strong position will require students to earn 23,500 associate degrees per year

Number of associate degrees earned from Washington
public and private colleges



Source: IPEDS; Goal is based on increasing degrees earned from 15.6 to 17.0 per 1,000 residents ages 20-34, and the number of residents aged 20-34 increasing by 10 percent

III. Master plan goals and policy proposals

- **Goals**
 - Increase by 12 percent the number of students who earn degrees each year
 - Increase economic responsiveness
- **Policy proposals**
 - 11 specific proposals address one or both of the goals

Goals of the 2004 master plan

- **Increase degrees earned by students each year**
 - 1,700 more associate degrees each year (to reach 23,500 per year by 2010)
 - 4,000 more bachelor's degrees (30,000 by 2010)
 - 1,300 graduate/professional degrees (11,500 by 2010)
- **Greater economic responsiveness**
 - Increase by 300 per year the number of students receiving degrees in high-demand fields (will result in 1,500 per year after five years)
 - Increase job training completions by 18%, to reach 25,000 per year
 - Increase to 80% (from current 51%) the proportion of basic skills students who demonstrate skill gains

Master plan policy proposals

- Funding for student success
 - The present state funding system recognizes enrollment but does not reward institutions that demonstrate positive outcomes for students
 - To reward success, the state would:
 - Protect current base funding
 - Peg enhancements to ‘successes earned’ – graduations, program completions or other measures of success
 - Use performance contracts to reinforce this approach

Policy proposals, continued

- Allocating student enrollments
 - To meet the master plan goal for increased degree completion could require 46,000 more FTE enrollments than currently funded, or 31,000 more than currently enrolled
 - The HECB is developing a simulation model to enable analysis of various enrollment and funding strategies

Policy proposals, continued

- Increasing high-demand degrees
 - Washington state should have an ongoing process to identify specific high-demand fields
 - Collaboration will be required among public and private education, employment and economic development groups, and industry organizations
 - HECB needs assessment (HB 3103) will identify academic fields with greatest student and employer demand
 - The current competitive process has proven record of success and should be continued

Policy proposals, continued

- Affordable and predictable tuition
 - Limited tuition increases
 - Average annual increases of 7% per year (no more than 31% over four-year period)
 - Maximum annual increases of 10%
 - Analysis of tuition policy alternatives
 - Limited annual increases
 - Sliding scale based on ability to pay
 - Maintain commitment to sustain GET

Policy proposals, continued

- Preserve and expand student financial aid
 - Increase awards to statutory maximum:
 - Need Grant: 100% of tuition, 65% MFI
 - Promise Scholarship: 100% of CTC tuition
 - Maintain the purchasing power of other awards
 - Expand work-study opportunities for students pursuing high-demand degrees
 - Increase funding for EOG to promote increased completion of bachelor's degrees
 - Develop new pilot program to aid working adults

Policy proposals, continued

- Planning for regional needs
 - A new collaborative framework will:
 - Identify existing array of resources and facilities
 - Clarify purpose and relationship of existing resources
 - Establish criteria for change, such as evolution from two-year to four-year institutions
 - Improve coordination and flexibility of new and existing resources and facilities

Policy proposals, continued

- Improving 2-year to 4-year transfer
 - Develop statewide course equivalency system to help students transfer more efficiently
 - Eliminate 90-credit limit on transfer of lower-division courses
 - Implement and build upon HB 2382 requirements for transfer degrees linked to specific majors (initial work under way on nursing, elementary education, engineering)

Policy proposals, continued

- Making the high school-college transition
 - To help students, the state must:
 - Define what it means to be ready for college
 - Establish learning outcomes for 11th and 12th grades
 - Identify effective college prep strategies
 - Communicate with students and parents
 - This approach will address terms of HB 3103 directing the HECB to improve transitions among the various education systems

Policy proposals, continued

- Improving higher education accountability
 - A new system is being developed to:
 - Align priorities for performance measurement with statewide goals
 - Establish targets for the state and for each college and university
 - Identify achievements and deficiencies
 - Promote equitable policies to help students complete their education efficiently

Policy proposals, continued

- Create a student unit record data system
 - Comprehensive information about student success and institutional performance is essential, but Washington lacks a system to measure students' progress from kindergarten to career placement
 - A new data system will inform policy-makers about:
 - Student-level performance, such as degrees granted
 - Institutional performance, such as graduation and retention rates
 - Students attending public **and** private colleges
 - Partners include state agencies (HECB, OFM, WTECB, SBCTC) and public and private colleges and universities

Policy proposals, continued

- Reducing barriers for non-traditional students
 - ‘Non-traditional’ students include working and unemployed adults, welfare recipients, and adult basic skills and ESL students
 - Partner organizations will:
 - Assess educational needs
 - Research and publicize best practices
 - Coordinate education and training programs
 - Promote financial assistance, such as the proposed pilot financial aid program for working adults

IV. Conclusion

- What is at stake for Washington?
 - The opportunity for students to enroll and succeed
 - The state's long-term economic and civic health
 - Responsiveness to diverse populations and 'non-traditional' educational needs
- Next steps
 - Implementation plans and cost estimates will be completed this fall
 - HECB budget recommendations for 2005-07 will reflect master plan goals and policy proposals